



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING


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GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

MEMORANDUM

DATE: December 28, 2023

TO: State Board of Education

FROM: Michael F. Rice, Ph.D., Chairperson 

SUBJECT: Presentation of the Proposed Standards for the Preparation of School Librarians

In support of Goals 2 and 7 of Michigan's Top 10 Strategic Education Plan, this proposal is presented to the State Board of Education (SBE) for the revision and adoption of standards for the preparation of school librarians.

These standards would replace Michigan's current [Standards for the Preparation of Teachers of Library Media](#), adopted by the State Board of Education on March 13, 2012. This update effort was initiated by the 2019 publication of new national [School Librarian Preparation Standards](#) by the American Association for School Libraries (AASL), to which Michigan's preparation standards in this area have been historically aligned. Upon adoption, these updated standards would inform program development and continuous improvement efforts at Michigan's educator preparation providers.

The Michigan Association of School Librarians (MASL), with consultation and guidance from the Office of Educator Excellence, convened a stakeholder committee representing Pre-K-12 school librarians, teachers, administrators, and university-based school librarian educators to review and revise Michigan's current preparation standards in this area. The committee recommended the adoption of the AASL standards as Michigan's next generation of school librarian preparation standards. Throughout the process, the committee solicited additional input from selected stakeholders representing Pre-K-12 educators, college and university teacher education programs, and library science professional organizations.

Attachment A presents the School Librarian Preparation Standards, and Attachment B acknowledges the stakeholders involved in the drafting and reviewing process.

This presentation will be followed by a period of public comment and a request for approval at the May 2024 SBE meeting.

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Presenters will include:

- Delsa D. Chapman, Ed.D., deputy superintendent, Division of Educator, Student, and School Supports
- Dr. Sean Kottke, manager, Office of Educator Excellence
- Dr. Ahlam Alma Bazzi, education consultant, Office of Educator Excellence



Standards for
the Preparation of School Librarians

SBE PRESENTATION DRAFT

Standard 1: The Learner and Learning

Well-prepared school librarians are effective educators who demonstrate an awareness of learners' development. They promote cultural competence and respect for inclusiveness. Further, they integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment. Well-prepared school librarians impact student learning so that all learners are prepared for college, career, and life.

Components

1.1 Learner Development. Well-prepared school librarians demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. They engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the National School Library Standards.

1.2 Learner Diversity. Well-prepared school librarians articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.

1.3 Learning Differences. Well-prepared school librarians cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.

1.4 Learning Environments. Well-prepared school librarians create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

Standard 2: Planning for Instruction

Well-prepared school librarians collaborate with the learning community to strategically plan, deliver, and assess instruction. They design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Additionally, they guide learners to reflect on their learning growth and their ethical use of information. Well-prepared school librarians use data and information to reflect on and revise the effectiveness of their instruction.

Components

2.1 Planning for Instruction. Well-prepared school librarians collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.

2.2 Instructional Strategies. Well-prepared school librarians use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.

2.3 Integrating Ethical Use of Information into Instructional Practice. Well-prepared school librarians teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.

2.4 Assessment. Well-prepared school librarians use multiple methods of assessment to engage learners in their own growth. In collaboration with instructional partners, they revise their instruction to address areas in which learners need to develop understanding.

Standard 3: Knowledge and Application of Content

Well-prepared school librarians are knowledgeable in literature, digital and information literacies, and current instructional technologies. They use their pedagogical skills to actively engage learners in the critical thinking and inquiry process. Further, well-prepared school librarians use a variety of strategies to foster the development of ethical digital citizens and motivated readers.

Components

3.1 Reading Engagement. Well-prepared school librarians demonstrate a knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Well-prepared school librarians use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.

3.2 Information Literacy. Well-prepared school librarians know when and why information is needed, where to find it, and how to evaluate, use, and communicate it in an ethical manner. They model, promote, and teach critical thinking and the inquiry process by using multiple literacies.

3.3 Technology-Enabled Learning. Well-prepared school librarians use digital tools, resources, and emerging technologies to design and adapt learning experiences. They engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Well-prepared school librarians articulate, communicate, model, and teach digital citizenship.

Standard 4: Organization and Access

Well-prepared school librarians model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. They demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Well-prepared school librarians make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.

Components

4.1 Access. Well-prepared school librarians facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. They design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.

4.2 Information Resources. Well-prepared school librarians use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. They evaluate and select information resources in a variety of formats.

4.3 Evidence-Based Decision Making. Well-prepared school librarians make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.

Standard 5: Leadership, Advocacy, and Professional Responsibility

Well-prepared school librarians are actively engaged in leadership, collaboration, advocacy, and professional networking. They participate in and lead ongoing professional learning. Further, they advocate for effective school libraries to benefit all learners. Well-prepared school librarians conduct themselves according to the ethical principles of the library and information profession.

Components

5.1 Professional Learning. Well-prepared school librarians engage in ongoing professional learning. They deliver professional development designed to meet the diverse needs of all members of the learning community.

5.2 Leadership and Collaboration. Well-prepared school librarians lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.

5.3 Advocacy. Well-prepared school librarians advocate for all learners, resources, services, policies, procedures, and school libraries through

Attachment A – SBE PRESENTATION DRAFT: Standards for the Preparation of School Librarians

networking and collaborating with the larger education and library community.

5.4 Ethical Practice. Well-prepared school librarians model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession, including the American Library Association Code of Ethics and the Library Bill of Rights.



Participants in the Development of Standards for the Preparation of School Librarians

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Dr. Ahlam Bazzi, Education Consultant, Michigan Department of Education

Lisa Brakel, District Librarian, Airport Community Schools; MASL Past President, 2016; AASL Board of Directors Member at Large, 2017-2019

DeLois Cooke Spryszak, Assistant Principal, Wylie E. Groves High School, Birmingham Public Schools

Amy Cote, School Librarian/Media Specialist, Central & West Middle Schools, Portage Public Schools

Kerry Guiliano, Instructional Technology Coach, Melvindale-Northern Allen Park Public Schools

Lisa Kelley, K-12 Media Curriculum Coordinator, Rochester Community Schools; Information Literacy Specialist, University Hills Elementary; MASL Past President, 2017

Cat Kerns, District Library Media Specialist, Saginaw Township Community Schools; MASL Past President, 2020

Dr. Sean Kottke, Education Consultant Manager, Michigan Department of Education

Dr. Kafi Kumasi, Professor, School of Information Sciences, Wayne State University

Alexa Lalejini, School Librarian, Rockford Public Schools; MASL Advocacy Co-Chair

Karen Lemmons, Retired Library Media Specialist, Detroit Public Schools Community District; MASL Past President, 2003

Kathy Lester, School Librarian, East Middle School, Plymouth-Canton Community Schools; MASL Past President, 2014; AASL Board Member 2018-2020, 2021-2024

Gwenn Marchesano, Adjunct Professor, Wayne State University School of Information Sciences; School Librarian, Plymouth-Canton Community Schools; MASL Past President, 2015

Greg T. Roberts, Director of Human Resources, Former Principal, and Director of Instructional Services, Woodhaven-Brownstown School District

Attachment B – SBE PRESENTATION DRAFT: Participants in the Development of Standards for the Preparation of School Librarians

Shannon Torres, Media Specialist, Northville High School; MASL President-Elect, 2023; Lilead Fellow, 2017-2018

Rebecca VanWeerdhuizen, Media Technology Specialist and Library Department Chair, West Ottawa Public Schools; Adjunct Professor, Fresno Pacific University

Rachelle Wynkoop, Assistant Superintendent of Academic Services, Lakeshore Public Schools